

CAS INFORMATION BOOKLET



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IB LEARNER PROFILE



The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a stronger sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the valued and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national, and global communities.

WHAT IS CAS?



“ . . . if you believe in something, you must not just think or talk, or write, but must act.”

- Peterson, 2003

Creativity, Activity, Service (CAS) is at the heart of the Diploma Program. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP.

CAS is organized around the three strands of creativity, activity, and service as designed as follows:

Creativity – exploring and extending ideas leading to an original or interpretive product or performance

Activity – physical exertion contributing to a healthy lifestyle

Service – collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities, and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment, and enjoyment.

CAS enables students to enhance their personal and interpersonal development. A meaningful CAS program is a journey of self-discovery of self and others. For many, CAS is profound and life-changing. Each individual student has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to student interest, skills, values, and background.

Harrison High School and its students must give CAS as much importance as any other element of the Diploma Program and ensure sufficient time is allocated for engagement in the CAS program. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes of the program.

The CAS program formally begins at the start of the Diploma Program (start of September of Junior year) and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based upon student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.

CAS STRANDS



CREATIVITY

Creativity in CAS Provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts, and composition.

SUGGESTED CREATIVITY ACTIVITIES:

Draw plans for, and make, clothing for children in developing nations	Engage in website design for a non-profit organization	Compose and original piece of music or learn a challenging piece of music and perform for a local audience
Choreograph an original dance routine or learn a challenging dance routine	Outline and script an original play and perform for a local audience	Teach an art/music/dance class
Participate in the school's theatre, dance, or musical productions	Write for the school newspaper, yearbook, or literary journal	Participate in a woodworking, metalworking, or other craft-based organization
Engage in an oral/video/photo history or your family or another family or organization	Design a Japanese garden for your home	Design and draw educational posters from primary or middle school children with special needs (peer tutoring)
Learn a new language (has to be different than the language you are studying for IB Diploma)	Build a piece of furniture, or refurbish and old piece of furniture	Build a fishing rod
Plan, film and post "How to . . . " videos on YouTube or film PSAs for elementary school students	Build a birdhouse	Come up with a detailed coaching plan for a youth soccer clinic

WHAT CREATIVITY IS NOT:

Drawing a picture during class	Dancing in a choreographed dance for a HHS dance class	Working on a graded assignment for any of your academic classes
Painting your bedroom	Engaging in a religious event	Getting paid for your creative product

ACTIVITY

The aim of the activity strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit.

SUGGESTED ACTIVITIES:

Volunteer to coach at a youth-group organization	Join an athletic or club team	Join the Harrison High School Marching Band
Volunteer with a student activity group	Participate in a physically-oriented fundraiser such as a Breast Cancer walk	Set a goal to ride a bike 20 miles and work on preparing to meet the goal
Set a goal to run a 5K race and demonstrate your preparation for it	Hike a mountain	Participate in a trek through a national park or jungle
Compete in a marathon/biathlon/triathlon	Take a ropes course	Begin a systematic individualized exercise program
Do Yoga	Meditate	Take a dance class

WHAT ACTIVITY IS NOT:

Walking your dog	Getting paid to work at a field hockey clinic	Getting the mail
Getting a tuition reduction at your dance studio for helping out	Exercising without an associated plan, goal, and reflection	Getting paid to be an athletic trainer

SERVICE

Service is the collaborative and reciprocal engagement with the community in response to an authentic need. The aim of the service strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness. Use of the CAS stages in developing a service experience is recommended for best practice.

SUGGESTED SERVICE ACTIVITIES:

Volunteer at a local hospital	Peer tutor	Organize or join a community clean-up
Volunteer at a soup kitchen or homeless shelter	Volunteer time at a local senior center or nursing home	Volunteer at an animal shelter
Help grow plants in your community	Donate blood	Work with Habitat for Humanity
Volunteer at the Pleasantville Cottages	Mentor LMK students in the Musical	Join an effort to keep the school and its campus clean

WHAT IS NOT A SERVICE ACTIVITY:

Donating money for Relay For Life	Dropping off food at a local food bank	Dropping off clothes at Goodwill/Salvation Army
Teaching at your place of religion	Getting paid for your services	Shopping at a thrift store

LEARNING OUTCOMES



Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his/her CAS program over a period of 18 months starting in September of his/her junior year. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS program. Through Meaningful and purposeful CAS experiences, students develop the necessary skills, attributes, and understandings to achieve the seven CAS learning outcomes.

The seven learning outcomes ensure over the two years of the program that students will:

LEARNING OUTCOME	HOW CANDIDATE PROVIDES EVIDENCE FOR MEETING LEARNING OUTCOME IN STUDENT REFLECTION
#1: Candidate identifies own strengths and develops areas for growth	<ul style="list-style-type: none"> ➤ Comments on how one sees oneself as an individual with skills and ability (strengths and weaknesses) ➤ Explains how goals have been set and how preparation and growth has been undertaken to meet goal ➤ Demonstrates openness to improvement and growth opportunities
#2: Candidate demonstrates that challenges have been undertaken, developing new skills in the process	<ul style="list-style-type: none"> ➤ Identifies an encountered challenge and the reasoning behind why the encounter was perceived as a challenge ➤ Shares an experience that was unfamiliar ➤ Explains how skills were developed or acquired by meeting the challenge ➤ Discusses next steps, new goals, or how the challenge was personally meaningful
#3: Candidate demonstrates how to initiate and plan a CAS experience	<ul style="list-style-type: none"> ➤ Articulates stages from conceiving an idea to executing a plan for CAS experience or series of CAS experiences (may be accomplished in participation with others) ➤ Shows knowledge and awareness by building on prior experiences or by launching a new idea or process ➤ Details personal changes resulting from initiating an experience ➤ Demonstrates responsibility in developing a coherent plan for an experience
#4: Candidate shows commitment to, and perseverance in, their CAS experience	<ul style="list-style-type: none"> ➤ Demonstrates regular involvement and active engagement in CAS ➤ Explains why experience is one to which one is committed
#5: Candidate demonstrates skills and recognizes benefits of working collaboratively	<ul style="list-style-type: none"> ➤ Identifies, demonstrates, and critically discusses benefits and challenges of collaboration in CAS experience ➤ Shares how the collaboration impacted actions, personal roles, and outcomes of experience ➤ Reflects on experience to identify factors that make collaboration successful
#6: Candidate demonstrates engagement with issues of global significance	<ul style="list-style-type: none"> ➤ Identifies and demonstrates understanding of global issues, describes responsible decisions that were made, and explains appropriate actions taken in response to local, national or international issues ➤ Demonstrates awareness, care, and empathy towards humanity
#7: Candidate recognizes and considers the ethics of choices and actions	<ul style="list-style-type: none"> ➤ Shows awareness of the consequences of choices and actions in planning and carrying out CAS experiences

All seven outcomes must be present for a student to complete the CAS requirement. Each outcome may be demonstrated many times in a variety of activities or may be met in a single activity. Completion of the requirement requires that there is documented evidence of all seven outcomes being addressed.

The focus on learning outcomes emphasizes that it is the quality of the CAS experience (its contribution towards the student's individualized development) that is of most importance. The guideline for the minimum amount of CAS experience is 150 hours in total with a reasonable balance between creativity, activity and service experiences. "Hour counting," however, is not encouraged!

When you write a CAS reflection for an experience, you should only focus on one learning outcome.

CAS PART I: REFLECTING ON A CAS EXPERIENCE



One requirement for CAS is that students frequently complete written reflections on their on-going experiences. CAS experiences can be a single event or may be an extended series of events.

WHAT IS A CAS EXPERIENCE?

A CAS experience must :

- Fit within one or more of the CAS strands
- Be based on a personal interest, skill, talent or opportunity for growth
- Provide opportunities to develop the attributes of the IB Learner Profile
- Not be used or included in the student's Diploma course requirements

To further assist candidates in identifying CAS experiences, the following questions may be useful:

- Will the new experience be enjoyable?
- Does the experience allow for development of personal interests, skills or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of the CAS experience for the candidate, for others, or for the environment?
- Which CAS learning outcomes will be addressed by the experience?

WHAT IS A CAS REFLECTION?

During each academic quarter, students will be responsible for writing at least three reflections. In each reflection, the student must focus on:

- one learning outcome
- one of the following elements: Creativity or Activity or Service, with the understanding that all three elements must be reflected upon in each quarter

Students must follow the 3 part format reflected in the CAS Reflection Rubric

CAS REFLECTION RUBRIC

1. Reflection contains a concise summary of the experience (no more than a paragraph). What was done is clearly explained in a way that makes sense and provides context to the reflection.
2. Reflection justifies how the experiences address the C/A/S strand (no more than a paragraph).
3. For the stated Learning Outcome, the reflection has clear evidence that the outcome was satisfied with holistic thinking. For example, it is not satisfactory to state that collaboration took place, one must explain how collaboration was conducted, who was involved in the collaboration, how decisions were made, how each collaborator contributed. This should be a well-thought out paragraph.

Some guiding questions that candidates can use to guide their reflections:

- How did candidate feel about the experience (emotional reactions)?
- What personal knowledge was gained and how was it acquired?
- How did experience amend one's perspective?
- What were the original goals for the experience and were they attained?
- What were the successes and failures associated with the experience?
- What connections could be made between your academics and the experience?
- What questions are raised by the experience?

SHARING CAS REFLECTIONS WITH CAS COORDINATORS

Students log their CAS reflections on a google classroom assignment. The protocol for doing so is provided below:

Each time a student reflects on an experience they will do the following:

1. Log on to the appropriate Google Classroom: CAS – IB Diploma Class of 20XX
2. Proceed to "CLASSWORK"
3. Open the Assignment associated with the present academic quarter(i.e. "*Quarter 1 Reflections*")
4. Fill in the form for the 3 reflections completely. Be thorough and use the information provided in the Learning Outcomes section and CAS Reflection rubric section of this booklet. Reflections will be due in full about 1 week before the end of each academic quarter (students are required to check the Google classroom for specific due dates)
5. Before submitting the experience, students must log their experiences (located in "CLASSWORK" on Google Classroom)
 - a. State your reflection number and its title
 - b. Classify the C/A/S strand that is being addressed
 - c. Classify the Learning Outcome (LO) that is the focus of the reflection

Here is an example of a student's classification of each of their Quarter 1 CAS experiences :

QUARTER 1		CAS STRANDS (select 1 per reflection)			LEARNING OUTCOMES (select 1 per reflection)						
Reflection #	Title	C	A	S	LO 1	LO 2	LO 3	LO4	LO5	LO6	LO7
		Creativity	Activity	Service	Strength & Growth	Challenge & Skills	Initiative & Planning	Commitment & Perseverance	Collaborative Skills	Global Engagement	Ethics of Choices & Actions
1	HHS Volley ball	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	DECA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Soup Kitchen	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Students will submit a clickable link in the quarter reflection assignment that they will turn in on Google Classroom.

Students must remember that CAS reflections will have completion deadlines and that they are obligated to continuously check the Google classroom for posts of announcements and deadlines. Students will be given grades in their TOK classes based upon their CAS reflections in terms of the completion and timeliness of those reflections.

CAS PART II: THE CAS PROJECT



A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during their CAS program.

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally, and if possible, engage in more than one CAS project over the duration of their CAS program.

CAS PROJECT APPROVAL & REFLECTION PROCESS



Stage of Project	Associated Actions	Dates
1: Project Approval	A Google form will be assigned on CAS Google Classroom on which student will describe proposed project's concept, goals and planning. This proposal will have a due date and will be graded for completion and timeliness and contribute to student's TOK grade. Student will receive email from CAS Coordinator(s) either approving project or asking for additional clarification.	November of Junior Year
2: Project Planning 3: Project Implementation (with reflections)	Once approval has been given by CAS Coordinator(s), project can be initiated. Notes are to be taken throughout the project so that final project reflection is easier to write. Pictures/Videos/other evidence should be collected so that they can be shared in the final formal reflection.	November of Junior Year through Summer Before Senior Year
4. Project Finalization & Formal Reflection	The Formal Reflection will be an assignment in "CLASSWORK" section of Google Classroom. Students will account for all CAS project planning, collaboration, and implementation in this reflection. Questions associated with this assignment will be provided to guide student thinking. Students are strongly encouraged to be as thorough as possible so that their hard work can be showcased.	No later than November 1 st of Senior Year

CAS INTERVIEWS



All Diploma candidates are required to have three individual interviews with the HHS Cas Coordinators. The interviews will address the following topics and goals and adhere to the noted timelines:

Interview	Interview Goals and Topics	Date
Initial	Insure candidate understands CAS requirements, CAS experiences, Learning Outcomes, and CAS Project Discuss plans for how student might set and achieve goal for the completion of the CAS program	Beginning of Junior Year
Midpoint	Assess progress of candidate Ensure the completion of a range of CAS experiences in all three strands Discuss the value of the CAS project	By the End of Junior Year
Summative	Discuss the impact of the CAS program on the student Address the achievement of the learning outcomes	End of Senior Year

CAS CALENDAR



MONTH	JUNIOR YEAR	SENIOR YEAR
August	<ul style="list-style-type: none"> ➤ IB Diploma Candidate Orientation ➤ Brainstorm ideas for CAS experiences 	<ul style="list-style-type: none"> ➤ Complete CAS project if not done (final deadline November 1)
September	<ul style="list-style-type: none"> ➤ Complete 1st CAS reflection and update CAS Log ➤ Receive email notification of initial interview date 	<ul style="list-style-type: none"> ➤ Continue with reflections ➤ Progress monitored by CAS Coordinators who will reach out to parent, guardians, guidance, and/or administration if there is no evidence of sufficient progress
October	<ul style="list-style-type: none"> ➤ Complete 2nd CAS reflection ➤ Coordinators introduce CAS Project ➤ Brainstorm ideas for CAS Project 	<ul style="list-style-type: none"> ➤ Continue with reflections ➤ Progress monitored by CAS Coordinators who will reach out to parent, guardians, guidance, and/or administration if there is no evidence of sufficient progress
November	<ul style="list-style-type: none"> ➤ CAS Project Proposal Google Form due ➤ All first quarter reflections due 	<ul style="list-style-type: none"> ➤ All first quarter reflections due ➤ CAS project final reflection due November 1. If late, parent/guardian, guidance counselor, and administration notified
December	<ul style="list-style-type: none"> ➤ Work on quarterly reflections ➤ Plan CAS project timeline 	
January	<ul style="list-style-type: none"> ➤ Progress monitored by CAS Coordinators who will reach out to parent, guardians, guidance, and/or administration if there is no evidence of sufficient progress ➤ Work on CAS project ➤ Complete and submit 2nd quarter CAS reflections ➤ Update CAS Log 	<ul style="list-style-type: none"> ➤ All second quarter reflections due ➤ Update CAS Log
February	<ul style="list-style-type: none"> ➤ Continue work with experiences and project 	<ul style="list-style-type: none"> ➤ Finalize CAS Portfolios for IB Submission
March	<ul style="list-style-type: none"> ➤ Work on reflections ➤ Work on CAS project 	<ul style="list-style-type: none"> ➤ Continue to complete portfolios ➤ Exit Interview Process begins
April	<ul style="list-style-type: none"> ➤ Complete and submit 3rd quarter CAS reflections ➤ Update CAS Log 	
May	<ul style="list-style-type: none"> ➤ Begin to prepare for midpoint CAS interview (materials assigned in TOK through CAS Google classroom) ➤ Work on reflections ➤ Work to complete CAS project (Fall deadline) ➤ Progress monitored by CAS Coordinators who will reach out to parent, guardians, guidance, and/or administration if there is no evidence of sufficient progress 	<ul style="list-style-type: none"> ➤ IBO is notified as to whether candidate has fulfilled CAS requirements
June	<ul style="list-style-type: none"> ➤ Complete and submit 4th quarter CAS reflections ➤ Update CAS Log 	

CAS HELPFUL HINTS



- ✓ It's recommended that each student creates a "CAS Folder" on Google Drive to act as a repository for all things associated with CAS (logs, experience reflections, and CAS project reflections).
- ✓ Candidates should check Harrison High School email accounts daily (at least twice a day). Important messages will be sent via email – "I don't check my email" or "I forgot to look at my email" will not be valid excuses.
- ✓ Reflections and other assignments must be submitted on-time. Deadlines will be posted on the Google classroom. Missing deadlines will affect candidate's TOK grade.
- ✓ Students should be pro-active. If you have a question or concern, get in touch with CAS Coordinators via email or in person.
- ✓ Reach out to peers, teachers, CAS Coordinators, IB Coordinator, Guidance Counselor, or building administration if you are experiencing challenges and need help overcoming them.
- ✓ Make use of an agenda or calendar to keep organized and to keep track of important events, dates, and deadlines.
- ✓ Be proactive, channel the energy that could be spent in worrying about an issue into energy expended actively meeting the challenge of that issue.
- ✓ Say what you will do . . . and do what you have said you would do.
- ✓ If you are invested in your experiences, you will enjoy doing them . . . and remember, you change the world by investing in others.